

**TEACHING TECHNIQUES USED BY THE TEACHER IN DEVELOPING
ENGLISH VOCABULARY OF THE SEVEN GRADE STUDENTS AT SMP
MUHAMMADIYAH 8 SURAKARTA IN 2017/2018 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education
in English Department**

by

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**ENGLISH DEPARTEMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

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PUBLICATION ARTICLE


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on December 20th. 2017

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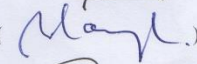
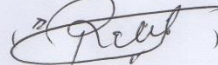
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The researcher,



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TEACHING TECHNIQUES USED BY THE TEACHER IN DEVELOPING ENGLISH VOCABULARY OF THE SEVEN GRADE STUDENTS AT SMP MUHAMMADIYAH 8 SURAKARTA IN 2017/2018 ACADEMIC YEAR

Abstract

This research focuses on 1) the types of teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta, 2) the problems faced by the teacher in implementing the techniques, and 3) the problems faced by the students in developing vocabulary at the seven grade of SMP Muhammadiyah 8 Surakarta. This research uses descriptive qualitative research. The data is taken by using interview and observation method. The data are all of the information about the process of teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta. The findings of the research are 1) some techniques used by the teacher such as memorization, series picture, translation, and crossword puzzle, 2) the problems are classroom management; motivation; and vocabulary accomplishment, 3) The problem faced by the students in developing English vocabulary are the level of vocabulary mastery from each student; concentration students; and memorization competence. In translation technique, most of the students are lazy to translate because their vocabulary skills are still low. The researcher concluded that English teacher of the seven grade students at SMP Muhammadiyah 8 Surakarta used various techniques to make the students understand the materials given by the teacher.

Keyword: developing vocabulary, teaching technique

Abstrak

Fokus penelitian ini adalah 1) teknik mengajar yang digunakan guru dalam mengembangkan kosakata bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah 8 Surakarta, 2) masalah yang dihadapi guru dalam menerapkan teknik mengajar, dan 3) masalah yang dihadapi siswa kelas tujuh dalam mengembangkan kosakata bahasa Inggris. Penelitian ini menggunakan penelitian deskriptif kualitatif. Data diperoleh dengan metode wawancara dan observasi. Data berupa semua informasi dari proses mengajar yang digunakan guru dalam mengembangkan kosakata Bahasa Inggris kelas tujuh di SMP Muhammadiyah 8 Surakarta. Temuan dari penelitian ini adalah 1) beberapa teknik yang digunakan guru seperti menghafal, penggunaan gambar, menerjemahkan, dan teka-teki, 2) masalah yang dihadapi guru dalam menerapkan teknik tersebut adalah pengelolaan kelas, motivasi, dan pencapaian kosakata, 3) Masalah yang dihadapi siswa dalam mengembangkan kosakata bahasa Inggris adalah tingkat penguasaan kosakata dari masing-masing siswa; konsentrasi siswa; dan kemampuan menghafal. Banyak siswa yang malas untuk menerjemahkan karena

kemampuan kosakata mereka masih rendah. Kesimpulan dari penelitian ini adalah guru bahasa Inggris kelas tujuh di SMP Muhammadiyah 8 Surakarta menggunakan berbagai teknik untuk membuat siswa mengerti tentang materi yang diajarkan oleh guru.

Kata kunci: *mengembangkan kosakata, teknik mengajar*

1. INTRODUCTION

The education system in Indonesia has been changing very rapidly. These changes provide many positive effects for children of school to become a better nation. Because of the changes in the education system, the education in Indonesia becomes progressive and growing increasingly. With these changes, now we can find the subject of English language in kindergarten class, so the children can learn English early. English lesson starts to be learned early because we know that English is not our national language. So we should be able to understand the basic materials in English in order in the future, they will have no trouble in dealing with English lessons.

To create the purpose as a more developed country, here the role of teachers is very important. Teacher is an example that can teach and give material or motivation so that student can get more advanced knowledge, have noble character, and useful for Indonesian nation and country. As a teacher it is important to be able to make students understand the material that had beentaught. Therefore teachers must be creative to create a fun learning atmosphere so the students are interested to follow the lesson. To achieve these goals, the teachers must be mastering the kinds of teaching techniques to improve students' skills in learning the lesson. In this context, teaching technique is needed by the teacher to develop English vocabulary.

When teaching English, there are nine elements of language that we must teach, namely; elements of language, skill, aspect, function, notion, role / knowledge, use, and the latter is a genre / type of text, register / ESP. In the aspect, we can learn about vocabulary, pronunciation, and structure. Here vocabulary is one important aspect that we must learn in English.

Learning vocabulary can be easy or difficult depending we are undergoing. If we learn happily and seriously, we will be easy to master, or contrarily, if we live with a sense of insincerity, angry, being lazy, so we will be hard to master. So we should be more diligent in learning English.

Therefore the great importance of learning English, then in Junior High School students are required to be able to master the English language lessons well. But the fact that we can meet the value of English students do not meet the English language mastery. In this research the writer is interested in doing research at SMP Muhammadiyah 8 Surakarta because the reality shows that the achievement of learning the English language of these seven grade students of SMP Muhammadiyah Surakarta 8 is very low. Besides, the writer wanted deeply to know the types of teaching technique used by the teacher and the problems faced by the teacher in implementing the techniques and the students in learning vocabulary in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta.

Based on the background above, the researcher is interested in conducting a research in title **“TEACHING TECHNIQUES USED BY THE TEACHER IN DEVELOPING ENGLISH VOCABULARY OF THE SEVEN GRADE STUDENTS AT SMP MUHAMMADIYAH 8 SURAKARTA IN 2017/2018 ACADEMIC YEAR”**.

2. RESEARCH METHOD

This research is descriptive qualitative research. According to Flick (2009:21) qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts. The subject of the research is the English teachers and the seven grade students at SMP Muhammadiyah 8 Surakarta. In SMP Muhammadiyah 8 Surakarta the seven grade consists of three classes and there are two English teachers. The object of this study is teaching technique used by the teacher in developing English

vocabulary skill of the seven grade students at SMP Muhammadiyah 8 Surakarta in 2017/2018 academic year.

The data are all of the information about the process of teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta. In collecting data, the researcher uses observation and interview as research instruments:

a. Interview

An interview is a conversation between two or more people which the question is asked by the interviewer to obtain information from the interviewee. This activity is done after the classroom finished. The researcher tries to get information from teacher and students.

b. Observation

Observation is a recording activity of data using scientific instrument. In this research, the researcher uses direct observation. The researcher comes into the classroom directly and observes teaching learning activities.

The steps of analyzing the data are as follows:

- a. Collecting the data taken from observation and interview of the method used in teaching English to the first year students of SMP Muhammadiyah 8 Surakarta,
- b. Analyzing the data from the result of observation and interview.
- c. Concluding the result and giving suggestion.

3. RESULT AND DISCUSSION

3.1 Research Result

3.1.1 The Teaching Techniques Used by the Teacher in Developing English Vocabulary

In teaching-learning process the teacher uses various types of teaching technique to develop students' English vocabulary. Technique is classroom practices done by the teacher when presenting a language program. It means that techniques are classroom activities that are integrated into lessons and used as the basis for teaching and learning. In this research, the researcher observes

Mr Ali Al-Afan as the teacher and the students of 7A SMP Muhammadiyah 8 Surakarta. To know the techniques used by the teacher, the researcher observed the class 7A for times on October 4th, 5th, 11th, and 12th 2016.

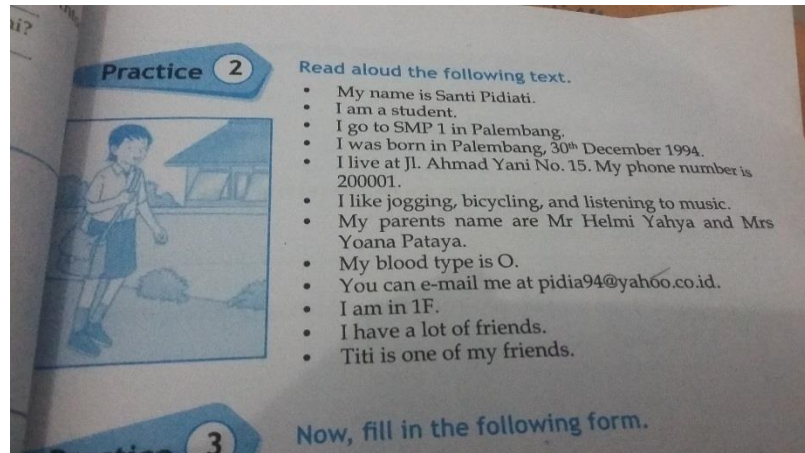
Based on the observation and interview that have been conducted, the researcher found some techniques in teaching English to develop students' English vocabulary, such as memorization, series picture, translation, and crossword puzzle.

a. Memorization

Based on the observation the teacher used memorization as the technique in developing English vocabulary of seven grade students. Based on the interviewed, "the technique that I used in developing students English vocabulary are memorization, series picture, translation, and crossword puzzle." (Interview on October 4th 2017).

Memorization is one of the important techniques in developing English vocabulary. By using memorization technique, the students can enrich their English vocabulary. So, it can help the students to communicate by using English or communicate with the foreigner fluently.

When the teacher taught English vocabulary, the students had different responses because they have different ability. So, in this teaching learning process the teacher gave the material slowly. On October 4th 2017 the researcher observed the teaching learning process. In this section, the teacher gave the material about personal life. He gave the example of the text about personal life and how to pronounce. After the teacher explained about what personal life is, he asked to the students to make their personal life. Finally, they must memorize the introducing text in 15 minutes.



Picture 1 Memorization

Teacher : Open your book page 13! You can write your personal life like on this book.

Students : OK sir.

Teacher : After you have written your personal life, you must memorize it in front of your friends. I give you 15 minutes to do your duty. Understood?

Students : Yes sir

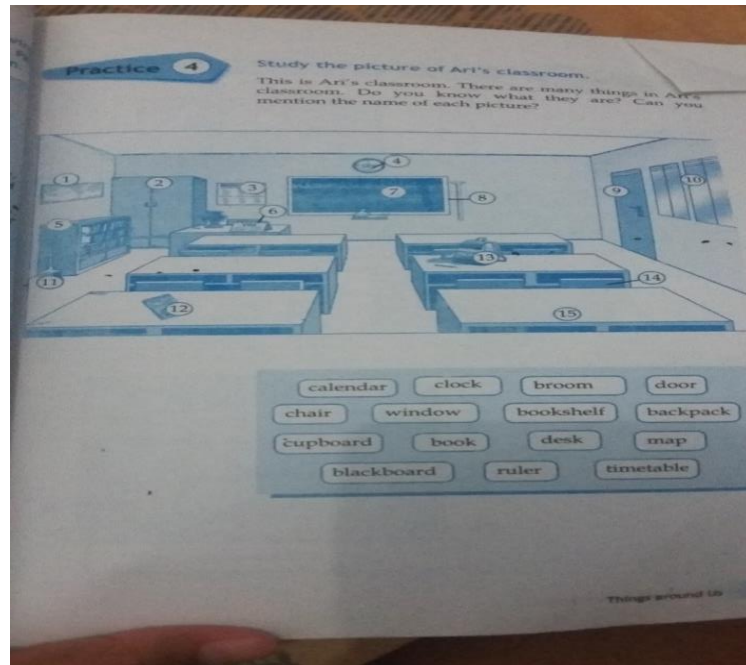
(taken from observation on october 4th 2017)

b. Series Picture

Based on the observation in teaching learning process from 7A at 2nd observation, the researcher found that the teacher used series picture as his technique in developing English vocabulary.

Series picture presents some pictures that can be matched in accordance with the name in English language. It is one of the techniques in English lesson that can improve students' vocabulary skills. By using classroom picture, it makes the students more interested in learning English because picture is very closely connected with something interesting to looking for.

In observation, the researcher observed the teaching learning process that done by Mr Ali taken from october 5th 2017. In teaching learning process he gave the material about “school life”. The teacher asked the students to open their book page 31.



Picture 2 Series Picture

After opening page 31 the teacher asked the students to do these page. He gave 15 minutes to do the duty. A few minutes later the students finished their work and then Mr Ali was matching the correct answer by telling two students to come forward and pick up some of the equipment in the class.

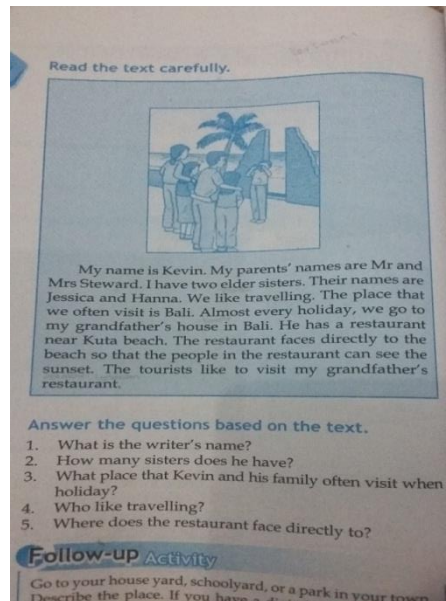


Picture 3 Series Picture

The teacher asked to the student: “what is the name of the object that your friend brought? Then the students gave the good responses about what the teacher asked and answer correctly.

c. Translation

Based on the observation, in every teaching learning process the teacher always used translation as the technique in developing English vocabulary. Translation is one of techniques in developing English vocabulary that can make the students know the meaning of a word correctly according to the source that they have (dictionary). In the third observation on October 11th 2016, the teacher gave the material about “family life”. He asked the students to open page 94.



Picture 4 Translation

Firstly, the teacher read the text sentence by sentence. And then, after the teacher finished reading the text the students followed like what the teacher said. One of the students was asked by teacher to read again. After that, the teacher asked the students to translate the text. The latter, they can answer the question based on the text. There were some students who didn't know the meaning one of the words in the text and they didn't hesitate ask to the teacher.

d. Crossword Puzzle

Based on the observation on October 12th 2017, the researcher found technique used by the teacher to develop English vocabulary. He used crossword puzzle technique in teaching-learning process. Crossword puzzle is one of techniques that can increase the vocabulary by guessing a word that is in the puzzle box. Crossword puzzles can attract students to study because this technique is done just like we play the intelligence game. On the fourth observation the teacher gave the material about "profession". The teacher explained the meaning of profession. Then, they discussed

some kinds of profession and mention the various professions they know. After the material was explained by the teacher clearly, he gave one paper to each student. The paper contains about crossword puzzles that must be filled by the students. There were fifteen words that belong to the profession which should be searched by students.



Picture 5 Crossword Puzzle

After completing the crossword puzzle, the teacher asked the students to collect their work.

Teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta are: 1) memorization, 2) series picture, 3) translation, and 4) crossword puzzle.

3.1.2 The Problems Faced by the Teacher in Implementing the Techniques

According to the interview with Mr Ali as a teacher of seven grade students, the researcher found the problems faced by the teacher in implementing the technique, such as classroom management, motivation, and vocabulary accomplishment problems.

a. Classroom management

Based on the interview with the teacher, the researcher got some information as follows:

“Mengkondusifkan siswa ketika sedang melakukan aktivitas belajar merupakan tantangan yang harus guru atasi. Siswa gaduh dan mulai tidak memperhatikan dikarenakan mereka jenuh dengan suasana kelas atau bosan dengan teknik mengajar guru yang kurang menarik. (Conditioning students while teaching learning process is a challenge for teachers to overcome. Students are noisy and start not paying attention because they are saturated with the class atmosphere or bored with the teaching technique used by the teacher which is less interesting)”

(Taken from the interview on October 12th 2017)

Classroom management was the main problem faced by the teacher in teaching-learning process at SMP Muhammadiyah 8 Surakarta. Each class has a different number of students. For example, in class 7A. It consists of 24 students. It means that the class is not too full. But from the observation we found that the classroom management is rather bad. This condition happens because there are some students who do not pay attention to the teacher in teaching learning process. There were some students talking with their friends, joking, and hitting the table and singing. This condition can disturb the students who are learning concentration.

The researcher found in the first observation (in memorization technique), when the students didn't pay attention when the teacher explained the subject matter and make a joke with their friends then the teacher asked the students to come forward to read a conversation text.

Teacher : Hasan and Zakaria please come forward!

Student : What for sir?

Teacher : Read the conversation in page 9 because when I explain the subject matter you don't pay attention.

Students : Yes sir.

(taken from the observation on October 4th 2017)

b. Motivation of the Students

Based on the interview with the teacher, the researcher found that every student had different motivation in teaching learning process especially at 7A students. The researcher gets information as follows:

“Semangat belajar siswa merupakan masalah yang sering dihadapi guru dalam proses pembelajaran. Misalnya siswa akan semangat untuk mengikuti pelajaran ketika siswa tertarik dengan materi yang diajarkan oleh guru (karena materi yang diajarkan mudah) atau tertarik dengan cara guru mengajar” (The spirit of student learning is a problem that is often faced by the teacher in the teaching learning process. For example, students will be spirit to follow the lessons when they are interested in the material that taught by the teacher (because the subject matter that taught by the teacher is easy) or they interested about how the teacher taught)

(taken from the interview on October 12th 2017)

Based on the interview above, the researcher concludes that every student has different enthusiastic. There were students that spirit to study and others students joke with their friend or feel bored in teaching learning process. In the fourth observation when the teacher gives crossword puzzle the students are very enthusiastic to do their work, but in the first and third observation they feel bored. Because they think that memorization and translation is a difficult and tedious duty. But, not all of students feel the same way. So, the researcher concludes that the teacher should be more creative to make the students interested by the subject matter.

c. Vocabulary Accomplishment Problem

In every learning process, the students have different ability in mastering vocabulary. The problems occur in all techniques. There are

some students that received and mastered the material well and vice versa. From the observation, in developing English vocabulary; the teacher not only gives vocabulary but also; he explains how to pronounce a word; explains about grammar, spelling, and the meaning. After the students were given an explanation above, there were some students who are still difficult to memorize, pronounce the word correctly and translate the meaning of the text.

Based on the interview with the teacher, the researcher gets information as follows:

“Hal ini disebabkan karena seperti yang kita ketahui Bahasa Inggris bukanlah Bahasa sehari – hari sehingga mereka merasa kesulitan untuk menghafalkan kosakata baru. Dan sering kita jumpai ketika guru memberikan contoh cara membaca suatu kata dengan benar ada beberapa siswa yang kesulitan untuk menirukannya” (this problem is caused by something that we know, that English language is not our language, so they are difficult to memorize new vocabulary. And we often know when the teacher gives the example how to pronounce a word correctly, there are some students that still difficult to imitating)

(Taken from October 12th 2017)

Based on the interview above, the researcher concludes that vocabulary accomplishment problem is caused by the students themselves and the second reason because English language is not our language. It stills difficult for them to memorize and pronouncing a word.

The problems faced by the Teacher in Implementing the Techniques are 1) classroom management, 2) motivation of the students, 3) vocabulary accomplishment problem.

3.1.3 The Problems Faced by the Students in Developing English Vocabulary

According to the observation on October 12th 2017, the researcher found some problems faced by the students in developing English vocabulary. In this

observation the researcher provides some questionnaire for the students. The questionnaire contains several questions that must be answered by students.

The interview table of problem face by the students about teaching techniques used by teachers in developing English vocabulary

Table 1 Problems Faced by the Students in Developing English Vocabulary

No	Name	Memorization	Series picture	Translation	Crossword puzzle
1	Raya Dwiky	E	E	E	D
2	Talitha	E	E	E	RD
3	BeningPutri	E	E	E	E
4	RiskaNur F	E	E	E	E
5	YasaReihan	D	E	D	E
6	Alexa G	E	E	E	E
7	Maryoona F	RD	E	RE	E
8	Afrilinda F. R	D	E	E	E
9	IkaAnnisa M	E	E	D	D
10	IsnaNur F. R	E	E	E	E
11	AyuNurlita S	E	E	E	E
12	Zakaria	RD	E	E	E
13	Bella sita	E	E	E	E
14	Tia	D	E	E	D
15	Hasan	RD	E	D	E
16	Ihsan	RD	E	D	E
17	YudhaArya P	D	E	D	D
18	Andre	D	E	D	E
19	Rifkyandi	RD	E	E	E
20	Nabilla K	E	E	RE	E

21	Sholihah N. I	E	E	D	E
22	Aulia	E	E	M	D
23	Nur'aini D	E	E	RD	RD
24	Yoga K	D	E	D	RD

Note:

D = Difficult

E = Easy

RD = Rather Difficult

RE = Rather Easy

Based on the observation table in memorization, six students said that memorization was a difficult thing, five students said memorizing was a rather difficult thing, and thirteen students said that it was easy. When the teacher asked to memorize, there were some students who are difficult to memorize. This is due to the ability of each student is different. Students will be easy to memorize depending on their individual intentions. From the observation, some students argue that memorizing is a simple matter because they memorized it seriously, there is a student who believes that the difficulty level of memorization depends on the number of words or sentences that are memorized.

In series picture table, all of the students said that with the series picture technique, they can learn vocabulary easily. It can be concluded that with series picture the students are easier to increase their vocabulary. Besides, series picture is interesting, the students can search English language an image in the dictionary. According to them, series picture is interesting, exciting, and fun. In this situation, the vocabulary can be learned easily and the student will also be easier to develop his vocabulary.

From the translation table, eight students said that translation is difficult; two students said that it was rather easy; a student said it was rather difficult; and thirteen students said that it was easy learning. Some of the students said that it was difficult because they are lazy to search the meaning of the word in their dictionary. So, they will be difficult when the teacher asked to translate a text. Some students said that translation is easy learning because they are diligent to search the meaning of word in their dictionary and also if they don't know the meaning a word, they do not hesitate to asked to the teacher.

The last observation is crossword puzzle; there are five students who said that crossword puzzle is difficult; three students said that it was rather difficult; and sixteen students said that it was easy learning. They said that crossword puzzle is difficult because their vocabulary skills still low, then they will be very difficult to find words that belong to the profession. And vice versa, they will be easierto answer the crossword puzzle questions because they are rich in vocabulary.

The problems faced by the students in developing English vocabulary are 1) the level of vocabulary mastery from each student, 2) concentration students, and 3) memorization competence. The better student's vocabulary mastery will facilitate students in developing vocabulary.

3.2 Discussion

3.2.1 The Teaching Technique Used by the Teacher in Developing English Vocabulary

In this discussion, the researcher discusses the result of the analysis of the data. After analyzing the data from observation and interview, the researcher analyzed the technique used by the teacher to develop English vocabulary, the problems faced by the teacher in implementing the techniques, and the problems faced by the students in developing English vocabulary.

Technique is a way of teaching that teachers used, so the students can follow the teaching learning process well. Technique is an important thing

when the teacher is teaching. Especially when the teacher is teaching, he must know the techniques that can be used according to the circumstances of their students. Based on the observation, the researcher found the technique used by the teacher in developing English vocabulary. The techniques used are memorization, series picture, translation, and crossword puzzle.

The teacher used memorization as the technique for developing English vocabulary at 7th grade students with the aim that students can enrich their vocabulary, so they can communicate by using English fluently. The teacher used series picture as the technique for developing English vocabulary at 7th grade with the aim that this technique can makes the students more interested in learning English because picture is very closely connected with something interesting to look for. The teacher used translation as the technique in developing English vocabulary because it makes the students know the meaning of a word correctly according to the source that they have (dictionary). And the last technique used by the teacher in developing English vocabulary is crossword puzzle. It can attract students to study because this technique is done just like we play the intelligence game.

The researcher compared with previous findings, it can be acquired that the result of the research is different from another researcher's finding but also there is similarity. Khotimah (2016) showed that technique used by the teacher in developing English vocabulary are a word search puzzle, translation, reading aloud, memorization, and repetition. The purposes of the technique are : (1) a word search puzzle, it makes the students interesting with the material in English teaching learning, (2) reading aloud, the purpose: to practice the students how to put right intonation, to know how to pronounce a word well, and to develop the student's vocabulary mastery, (3) translation, the purpose is to helps the students to understanding the meaning or the word or sentences that they have not understood before and this technique can be developing students' vocabulary mastery, (4) memorization,

the purpose is to make the students in the development vocabulary easier, (5) repetition, the purpose is to make the students understood how to pronounce a word well and to understand meaning and message.

Murti(2016) showed that techniques used by the teacher in developing English vocabulary are memorization, translation, demonstration, discussion, repetition, and reading aloud. The purposes of the techniques are : (1) memorization, the purpose is to make students develop their vocabulary mastery easier, (2) translation, translation can help the students to understand the meaning of the words or sentences that they have not understood before and this technique can develop students' vocabulary mastery, (3) demonstration, the purpose are to make the interaction between the students and the teacher better, the students can understand what they hear from the teacher's instruction, to make the students more interactive and attractive, the students should not be passive in the class. The students should be more active because they imitated what they see from the teacher, (4) discussion, the teacher and the students create the interaction easily. This situation made the students comfortable, (5) repetition, the purposes are to know how to pronounce correctly and to understand meaning and message, (6) reading aloud, the purposes are to make the students practice how to put right intonation and to know how to pronounce words well.

Lestari (2017) showed the techniques used by the teacher in developing English vocabulary. The techniques are memorizing, synonym, antonym, translation, and self- defining context. The problems face by the teacher in developing English vocabulary, such as class management, the motivation of the students, and vocabulary accomplishment problems. The problems can be caused by many factors. For example, the students still confuse in learning vocabulary, they felt afraid to ask the teacher when they get difficulties.

Hidayat (2017) showed the techniques used by the teacher in developing English vocabulary. The techniques are series of picture and animation video.

The purposes of using series of picture techniques are to make students happy and not bored, to develop student's vocabulary, and to improve with the students' vocabulary mastery. The purposes of using animation video are to make students happy and not bored, to develop student's vocabulary, and to make students memorize about the words and all of the video. The problems faced by the teacher are classroom management, teaching media, and vocabulary accomplishment. Series of picture and animation video requires a long time, so decrease to explain the material.

Astutik (2016) showed the techniques used by the teacher in developing vocabulary. The techniques are memorization (vocabulary card system), synonym, self-defining context, picture and drawing, antonym, and reading aloud. By using memorization techniques, it can train the students' pronunciation, and develop their memorization, it made the students enthusiastic with the teaching learning process. Synonym helps to enrich a student's vocabulary bank and provide alternative words instantly. Self-defining context helps the students to define things based on the context that they knew. Pictures and drawing can attract to the picture showed by the teacher with the various types and colors and can helps the students of English develop their understanding about the topic. Antonym, the purpose by using antonym techniques is to help the students to understand a pair of opposites meaning. Reading aloud makes students familiar with the word and also improves pronunciation of the students.

There are four techniques used by the teacher in developing English vocabulary in SMP Muhammadiyah 8 Surakarta, namely memorization, series picture, translation, and crossword puzzle. Memorization is related to the theory proposed by Fauziati (2015: 137) stated that memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspect of second language development. Series picture include the

visual techniques, according to Nation (1990: 45) in visual techniques we should try to establish a link between word and meaning by using one of the following means or techniques depending on the word to be taught, one of them is by using picture. Translation is related to the theory proposed by Nation (1990: 45). Translation can be useful technique to convey meaning as saves time and allow us to check correct comprehension, if necessary (e.g. in the case of false friends). Crossword puzzle is related to the theory proposed by Fauziati (2015: 143). Using the vocabulary from the word wall, the teacher can create a crossword puzzle. Definition can be used as clues, or sentences with blanks can be used if context clues lead students to the solution.

Based on the theory, the researcher concludes the technique used by the teacher in developing English vocabulary of the 7th grade students are memorization, series picture, translation, and crossword puzzle. In teaching learning process, techniques used by the teacher in developing English vocabulary are relevant by the theory by Fauziati (2015) for memorization and crossword puzzle, and from the Nation (1990) theories for series picture and translation. The difference between this research and in the use of various techniques in developing English vocabulary makes the students easier in understanding the material that given by the teacher. So, the student will not be bored in teaching-learning process. The teacher uses this technique to make the students more passionate and enthusiastic when the teacher is teaching.

3.2.2 The Problems Faced by the Teacher in Implementing the Techniques

Based on the observation and interview, the teacher used memorization, series picture, translation, and crossword puzzle in teaching learning process. From the techniques used by the teacher, the researcher found some problems in implementing the techniques. The problems are classroom management, motivation, and vocabulary accomplishment.

The first problem is classroom management, Conditioning students while teaching learning process is a challenge for teachers to overcome. Students are noisy and start not paying attention because they are saturated with the class atmosphere or bored with the teaching technique used by the teacher which is less interesting.

The second problem is motivation; the spirit of student learning is a problem that is often faced by the teacher in the teaching learning process. For example, students will be enthusiastic to follow the lessons when they are interested in the material that taught by the teacher (because the subject matter that taught by the teacher is easy) or they interested about how the teacher taught.

The third problem is vocabulary accomplishment, this problem is caused by something that have we know, that English language is not our language, so they are difficult to memorize new vocabulary. And we often know when the teacher gives the example how to pronounce a word correctly, there are some students that are still difficult to imitate.

Compared to previous finding with Lestari (2017) the problems faced by the teacher in developing English vocabulary. In classroom management, most of the students did not pay attention to the teacher, they preferred doing something else when teaching learning process, joking, and sleepy in the class. From the motivation of the students, the researcher concludes that the students sometimes felt enthusiastic to study, but sometimes they felt bored in the teaching learning process. In vocabulary accomplishment, the researcher concludes that all of the problems can be caused by many factors. For examples the students still confuse in learning vocabulary, they felt afraid to ask the teacher when they get difficulties. Hidayat (2017) concluded the problems faced by teacher in developing English vocabulary are classroom management, teaching media, and vocabulary accomplishment.

Series of picture and animation video requires a long time, so decrease to explain the material.

Carter (1998:184) states that “building up vocabulary vocabulary is a complicated process, and one that takes a long time. He explained the progress in the development of vocabulary-teaching materials is impressive but will continue to be limited to some extent by the scope of vocabulary-acquisition research. According to Murcia and McIntosh (1978:241) in Fauziati (2015:133) “vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom”. It means that developing English vocabulary is the complicated process, because we know that English is not our language. So, for mastering English vocabulary we need a long times.

The researcher concludes the problems faced by the teacher in developing English vocabulary of 7th grade students. From the research, the problems faced are classroom management, motivation, and vocabulary accomplishment. The researcher argues that these problems occur because the students are noisy and start not paying attention. They are saturated with the class atmosphere or bored with the teaching technique used by the teacher which is less interesting. The students felt bored when the teacher was teaching. Vocabulary accomplishment problem is caused by the students themselves. They are still difficult to memorize and pronounce a word. So, the teacher should be more creative to make the students interested with the subject matter and gives the various techniques to develop English vocabulary. The researcher concludes that the problems faced are little bit different with Lestari (2017) and Hidayat (2017).

3.2.3 The Problems Faced by the Students in Developing English Vocabulary

Based on the research result, the teacher used memorization, series picture, translation, and crossword puzzle. From the techniques used by the teacher, the researcher found some problems faced by the students in

developing English vocabulary. In memorization, some students argue that memorizing is a simple matter because they memorized it seriously, there is a student who believes that the difficulty level of memorization depends on the number of words or sentences that are memorized.

Series picture, with series picture, the students are easier to increase their vocabulary. Series picture is interesting, exciting, and fun. In this situation, the vocabulary can be learned easily and the student will also be easier to develop his vocabulary.

Translation, in this technique most of the students are lazy to translate. If they don't know the meaning a word, they do not hesitate to asked to the teacher. And the last is crossword puzzle, the students said that crossword puzzle is difficult because their vocabulary skills still low, then they will be very difficult to find words that belong to the profession that the teacher want.

There is no the same problem faced by the students in developing English vocabulary with another previous research. So, the researcher can't compare with another previous finding. Philips (1995:74) in Kasihani (2008:47) said that "both vocabulary and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the language that they have learned in class". It means that teacher should be more frequent provide the opportunities for students to practice, for example ask the students to communicate in the classroom by using English. So the students will be familiar with the English language and quickly they can develop their English vocabulary. So, based on the theory above; by using vocabulary that to be taught in context; the students will be easier to develop their English vocabulary.

From the result of the research, there are problems faced by the students in developing English vocabulary. From the result above, the researcher concludes that the problem faced by the students in developing English

vocabulary are 1) the level of vocabulary mastery from each student, 2) concentration students, and 3) memorization competence. The students must be more diligent in English lesson especially about English vocabulary. Because someone can or can't master vocabulary also caused by how spirit and our intention to be able to do it

4. CONCLUSION

Based on the discussion of the data analysis, the researcher makes the conclusion as follows:

- a. The techniques used by the teacher in developing English vocabulary. There are four techniques used by the teacher in developing English vocabulary, namely: memorization, series picture, translation, and crossword puzzle.
- b. There are three problems faced by the teacher in implementing the techniques are classroom management, motivation, and vocabulary accomplishment. in those problems, there are four main points, namely memorization, pronunciation, spelling, and grammar;.
- c. The problems faced by the students in developing English vocabulary are the level of vocabulary mastery from each student, concentration students, and memorization competence. In translation techniques that most of the students are lazy to translate because their vocabulary skills are still low.

Finally, the researcher concluded that English teacher of the seven grade students at SMP Muhammadiyah 8 Surakarta used various techniques to make the students understand the materials given by the teacher. With the various techniques, the students will be interested in, diligent and enthusiastic to study and not feel bored in the teaching-learning-process.

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